Abstract
The present reports relationship between job satisfaction and job involvement among pre university teachers. A total of 350 pre university teachers working in government and private colleges selected randomly from Mysore district. They were administered Job satisfaction scale developed by Mudgil, Mubar and Bhatia (2012) and job involvement scale developed by the first author (2014). The data were collected in one setting by directly contacting the teachers in and around Mysore district. To find out the relationship between job satisfaction and job involvement, Pearson’s product moment correlations were applied and later stepwise multiple regression was applied to see which of the components of job involvement best predict the job satisfaction of teachers. Results revealed that all the components of job involvement-Motivation, commitment, stress, threats, security, efficiency, performance, autonomy, nature of work and total job involvement were significantly and positively correlated with job satisfaction. Further, stepwise multiple regression revealed that only 3 components of job involvement best predicted the job satisfaction of teachers and they were commitment, security and stress. Strategies to improve job satisfaction of teachers for effective performance have been delineated.

KEY WORDS: Job Satisfaction, Job involvement, pre university teachers.

Introduction:
Job satisfaction is how content an individual is with his or her job. On job satisfaction, Locke and Luthans (1990) gave a comprehensive definition of job satisfaction as a pleasurable or positive emotional state resulting from appraisal of one’s job or experience. Job satisfaction is a personal feeling of contentment which a worker has and exhibits towards his or her work situation. Hulin (1991) stated that job with responsibility may be dissatisfying to some because of stress and problem that co-vary with responsibility. Others may find responsibility a source of positive effects, challenging jobs may be satisfying to some because of how they feel about themselves after completing difficult job assignments; others may find such self-administered rewards irrelevant. In other words, most people prefer work that is challenging and stimulating over work that is predicted and routine. Blau and Boal (1987) asserted that employees who are highly satisfied with their jobs or strongly committed to the organization and will avoid withdrawal behavior and maintain continued attachment to work. It has been suggested that when employees are highly satisfied they will come out about the quality of their work and become committed to the organization. This includes having high retention rates and being more productive.
Job involvement is been described as one of the characteristics of an individual something which is “inside” the person that he or she brings to a job and is of course related to other personal characteristics. Job involvement has also been found to be related to situational job characteristics (Lawler & Hall, 1970). Operationalization of job involvement includes job identification, participation and the connection of job value with self-worth (Blau, 1986). Paullay, Alliger and Stone-Romero, (1994) defined job involvement as the degree to which one is cognitively preoccupied with one’s present job. This definition distinguished two components of job involvement which are job involvement in the role and job involvement in the settings. Job involvement is deduced to be as the maximum when an individual is for an employee to be highly involved in one component and lowly involved in the other. In a recent study by Venkateswaran, Sakthivel, and Manimaran (2015) indicated that increase in job involvement, the adjustment of secondary school teachers. Further studies have revealed that job involvement is negatively associated with intentions to quit and positively related to job satisfaction and organizational climate perceptions (McElroy et al., 1995; McElroy et al., 1999).

The present study aims to relate job satisfaction and job involvement among pre university teachers along with finding major predictors of job satisfaction by various parameters of job involvement. It is hypothesized that both job satisfaction and job involvement are related and job satisfaction has definite predictors.

Method:
A total of 350 pre university teachers from 8 taluks were selected though stratified random sampling technique. The teachers were selected through stratification of type of school (government and private), gender (male and female), subjects taught (Arts and Science). They were selected from 8 taluks-Mysore city, Mysore rural, H.D.Kote, Periyapatna, K.R.Nagara, Nanjangud, T Narasipura and Hunsur.

Tools employed
i. Teacher’s Job Satisfaction Scale (TJSS): The scale developed by Yudhvirendra Mudgil, I.S. Muhar and Prabha Bhatia was used to assess the job satisfaction of teachers. This scale provides a handy instrument for the degree of job satisfaction enjoyed by the college and university teachers. The scale has 75 items based on likert scaling technique. They are presented on five point scale. The individuals scoring high will be having high job satisfaction while the individuals scoring low will be rated as having low job satisfaction. The middle range of scores indicates moderate degree of job satisfaction. The reliability was worked out by both the split half and test-retest methods. The reliability coefficients were 0.85 and 0.95 respectively. The scale was validated against Brayfield and Rather’s (1951) Job Satisfaction index. The validity coefficient was worked out and it was found to be 0.87. Since both the reliability and validity coefficients were significant at 0.01 levels.

ii. Job involvement scale: The job involvement scale of the teachers was developed by the first author. This scale measures job involvement of the teachers in 9 components and they are: Motivation (6 items), commitment (4 items), stress (10 items), threats (7 items), security (4 items), efficiency (6 items), performance (4 items), autonomy (4 items), and nature of work (5 items). The scale altogether has 50 items and the respondent has to answer one of the five options of Likert scale—Strongly agree, agree, can’t say, disagree and strongly disagree. High score indicates higher job involvement and low scores indicate low job involvement. The reliability of the scale was found to be .7939. Further, both face validity and content validities have been established for the job involvement scale.
Procedure
The data of the present study was collected by administering the Teachers Job satisfaction Scale (TJSS) and job involvement scale, to pre university college teachers of Mysore district which have been selected for the study. The usual procedure followed in the administration of the tests was that the Principals or Headmasters of concerned schools were contacted through letters requesting them to help in research work. The investigator personally visited all the schools and had discussion with the head of the institutions as well as teachers on the day fixed. The purpose, need and importance of this research endeavour were explained to the teachers so that they could actively and sincerely involve themselves in the process. Scoring was done for each section separately and at the end total scores were calculated for arriving at scores on moral judgment test.

Once the scoring is completed, they were coded and fed to the computer using SPSS for windows software (version 16.0). Product moment correlation was applied to find out the relationship between job satisfaction and job involvement variables. Stepwise multiple regression was applied to see which of the major predictors from 9 variables of job involvement to job satisfaction.

Results:
Table 1 presents results of product moment correlation of job satisfaction with various components of job involvement along with the total scores. Table clearly reveals that all the obtained correlation coefficients were found to be significantly and positively correlated at .000 level. The correlation coefficients obtained between job satisfaction and motivation (r=.924), between job satisfaction and commitment (r=.986), between job satisfaction and stress (r=.914), between job satisfaction and threats (r=.914), between job satisfaction and security (r=.932), between job satisfaction and efficiency (r=.919), between job satisfaction and performance (r=.972), between job satisfaction and autonomy (r=.928), and between job satisfaction and nature of work (r=.975) were found be positive and highly significant. Lastly, the correlation coefficient between job satisfaction and total job involvement was found be .940 with the significance level of .000. In other words, we find a linear relationship between job satisfaction and job involvement.

Table 2 presents results of stepwise multiple regression, when job satisfaction scores were taken as major dependent and components of job involvement as independent variables. Of the 9 components of job involvement were regressed on job satisfaction scores, only 3 components of job involvement best predicted the job satisfaction of the pre university teachers. The first variable to enter into the equation was commitment with the correlation coefficient of (0.986) and adjusted r square value of (0.973). Commitment as a component contributed 97.3% of the total job satisfaction. The second variable to enter into the equation along with commitment was security, with combined correlation of (0.990), r square value of (0.979) and contribution of 97.9%. The last variable to enter into the equation was stress along with commitment and security was stress with combined correlation of (0.994), r square value of (0.989). All these 3 variables explained 98.9% of the variance to the job satisfaction. Remaining contribution to job satisfaction was unaccounted for.

Discussion
Major findings of the study
- All the components of job involvement-Motivation, commitment, stress, threats, security, efficiency, performance, autonomy, nature of work and total job involvement were significantly and positively correlated with job satisfaction.
• Only 3 components of job involvement best predicted the job satisfaction of teachers and they were commitment, security and stress.

The results of this study indicate that there is a significant relationship between the level of job satisfaction and the level of job involvement of pre university teachers. The increase in the level of job satisfaction of teachers also lead to an increase in also the level of job involvement and also the possibility of staying or continuing in the same college/school by the teacher. In other words, employees’ have a significantly related degree of job satisfaction and job involvement as pre university Teachers in Mysore district. Further, it was observed that only few components of job involvement best predict job satisfaction of the teachers selected for the study.

The results of the present study are in agreement with other studies done earlier. Previous researches have shown that in order to increase job involvement, volunteers must fulfil their needs to achieve and obtain job satisfaction. This is because an increase in certain facets of job satisfaction (pay, promotion, and promotion opportunities) can lead to increase in the level of job involvement of employees. The findings of Parker (2006), suggest that a significant relationship exist between job satisfaction, job involvement and organisational commitment. Study by Nwankwo, Agu, Abor, and Chikwendu (2014) and Nwibere (2014) revealed a significant relationship between job satisfaction and job involvement among secondary school and university teachers respectively.

According to the observations of Knoop (1986), job involvement was not related to overall satisfaction, but to only two specific facets (satisfaction with work and promotion opportunity). In contrast, the degree of relationship between overall and various facets of job satisfaction and commitment and between involvement and commitment was moderately high. They are also of the opinion that dissatisfied employees are more likely to say they will be leaving the organisation soon. But evidently, job satisfaction and job involvement were found to be positively related. This implies that as job satisfaction increases, job involvement will increase linearly.

To conclude, job involvement or job satisfaction may also enhance the level and extent of employee’s commitment to the organization. This implies that as a person develops a favourable attitude toward one aspect of the job based on unique experiences (e.g job involvement), such a person is also likely to react favourably to other related aspects of the job (e.g job satisfaction, organizational commitment, and organizational commitment). Thus, employees who are involved in their job are likely to be satisfied with the job, become committed to their organization.. Similarly, employees who are dissatisfied with their job may become less involved in the work, less committed to their employer and organization.

REFERENCES:


**Table 1**

Results of Pearson Product moment correlation between job satisfaction and variables of job involvement

<table>
<thead>
<tr>
<th>Variable 1</th>
<th>Variable 2</th>
<th>Correlation coefficient</th>
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<th>P value</th>
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<tr>
<td>Job satisfaction</td>
<td>Commitment</td>
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<td>348</td>
<td>.000</td>
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<tr>
<td>Job satisfaction</td>
<td>Stress</td>
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<td>.000</td>
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<td>Job satisfaction</td>
<td>Threats</td>
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<td>.000</td>
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<td>---------------</td>
<td>------</td>
<td>-----</td>
<td>------</td>
</tr>
<tr>
<td>Job satisfaction</td>
<td>Security</td>
<td>.932</td>
<td>348</td>
<td>.000</td>
</tr>
<tr>
<td>Job satisfaction</td>
<td>Efficiency</td>
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<td>.000</td>
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<td>Performance</td>
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<td>.000</td>
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<td>Job satisfaction</td>
<td>Autonomy</td>
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<td>.000</td>
</tr>
<tr>
<td>Job satisfaction</td>
<td>Nature of work</td>
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<td>.000</td>
</tr>
<tr>
<td>Job satisfaction</td>
<td>Job involvement - Total</td>
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<td>348</td>
<td>.000</td>
</tr>
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</table>

Note: N=350

### Table 2

Results of stepwise multiple regression

<table>
<thead>
<tr>
<th>Model</th>
<th>Variables Entered</th>
<th>Variables Removed</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
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<td>.973</td>
<td>.973</td>
<td>10.33903</td>
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<tr>
<td>2</td>
<td>Security</td>
<td>.</td>
<td>.990(^b)</td>
<td>.979</td>
<td>.979</td>
<td>9.03837</td>
</tr>
<tr>
<td>3</td>
<td>Stress</td>
<td>.</td>
<td>.994(^c)</td>
<td>.989</td>
<td>.989</td>
<td>6.67128</td>
</tr>
</tbody>
</table>

Dependent Variable: job satisfaction;
Method: Stepwise (Criteria: Probability-of-F-to-enter <= 050,